



CENTER for ARTISTRY
and SCHOLARSHIP



Center for Artistry and Scholarship
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Evidence of Impact

CAS program participants complete post-program surveys that ask them to assess our success in meeting mutually-agreed goals and the usefulness of the experience we have provided. We consistently hear that our programs meet clients' goals and are engaging and helpful for participants.

For long-term programs like PSi, at 3-4 touch points over the year, we ask each participant to complete a self-assessment, using both a Likert scale and narrative responses, to report their progress on the seven competencies we emphasize as part of the program: Creative Leader, Effective Communicator, Skilled Politician and Community Leader, Head Teacher, Chief Talent Developer, Entrepreneurial and Competent CFO, and Reflective and Ethical Practitioner. This information allows faculty to keep track of self-reported progress towards our goals, and where additional emphasis needs to be placed during class time. PSi participants complete regular writing assignments on readings and make presentations over the course of the year to help faculty assess their knowledge and depth of understanding. A faculty member meets with each participant three times over the course of the year, by phone or in the participant's workplace, to discuss their experience and progress towards their Capstone projects, which represent a synthesis of all they have learned in PSi over the year. Faculty also checks in with each participant's work supervisor. We also stay in touch with past PSi cohorts and track their professional advancement as leaders over time. Since PSi's inception in 2015, over 67% of our participants have stepped into a more advanced leadership role or are currently pursuing an advanced degree. We have a similar comprehensive evaluation process for Principals for Sustainable Equity.

Our methodology is informed by research on what works to create schools that prioritize creativity and equity in the pursuit of outcomes that indicate lifelong success. We are also guided by research on best practices for adult learning and development, as intensive professional and leadership development are at the core of our approach. Key sources include:

- Dr. Linda Nathan's publications on learning with and through the arts, leadership for equity, performance-based assessment, and related topics. Her most recent publication, "Joyful learning at scale: Immersing students in the arts," (2020, April 27. Phi Delta Kappan) shares research on the ways that arts-immersed high schools have a long track record of bringing powerful experiences to the center of the curriculum, balancing the arts and academics in ways that engage young people every day in rigorous, joyful learning.
- Zaretta Hammond's *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse*

Students (Corwin Press, 2014) is part of our evidence base around dependence/independent learners.

- *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* (Scholastic, 2020) by Gholdy Muhammad supplements Hammond’s “Ready for Rigor” framework.
- Glen Singleton’s *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, 2nd edition* (Corwin Press, 2015) is a foundational text for our approach to grappling with race and related issues in schools.
- CAS’s approach to leadership development is informed by Ronald Heifetz, Marty Linsky, and Alexander Grashow’s *The Practice of Adaptive Leadership* (Harvard Business Press 2009); Lee G. Bolman and Terrence E. Deal’s *Reframing Organizations: Artistry, Choice, and Leadership, 5th Edition* (Jossey-Bass, 2013)
- We use *In Search of Deeper Learning: The Quest to Remake the American High School* by Jal Mehta and Sarah Fine (Harvard University Press, 2019) to demonstrate mastery as being invested in learning; identity as a reflection of personal connections to the material; and creativity as a representation of the production of knowledge.
- Our approach to organizational learning is informed by Peter Senge’s *The Fifth Dimension: The Art and Practice of the Learning Organization* (Doubleday, 2006).

Results: One example of our whole-school approach is our work with Boston’s PK-8 Conservatory Lab Charter School from 2016-2019. With systematic engagement from CAS staff members, Conservatory Lab moved from fractured and underperforming to stable, with exemplary student growth, permanent locations for its Lower and Upper School campuses, increased faculty retention, and international attention for its creative, music-infused approach. As a result of our services to Conservatory Lab, ELA and math proficiency increased annually:

